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# *Crash Course*

Continuous Integrated Focused  
Monitoring System (CIFMS)



# In the Beginning, There was the Law

- IDEA 2004
  - The Individuals with Disabilities Education Act (IDEA) is the federal special education law
  - IDEA 2004's purpose is “to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.”
  - Under this law states are required to monitor that local school districts implement this law in their school buildings.



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# State Performance Plan and Annual Performance Report

- IDEA 2004
  - States must establish and submit a six-year performance plan, called the **State Performance Plan** (SPP), which specifies the manner in which the state will ensure the implementation of IDEA 2004. Indiana submitted its first SPP in December 2005.
  - The SPP includes a description of the system or process that is used to collect and process data for each indicator, baseline data, a discussion of the data, measurable and rigorous targets for the six year period of the SPP, and improvement activities (including timelines and resources for implementation) intended to improve the results for each indicator.
  - Each year, States must report on how their local corporations performed in **Annual Performance Report** (APR). This is due in February each year.
  - Posted online at <http://doe.state.in.us/exceptional/speced/monitoring.html>



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# The Indicators

- 20 Indicators
  - The SPP and APR are broken up into 20 individual components, called **indicators**, which have been established by the United States Department of Education's Office of Special Education Programs (OSEP).
  - These 20 indicators are identified as either **compliance** (which measure compliance with requirements of IDEA 2004) or **performance** (which measure results for students with disabilities).
  - Indiana sets the targets for the performance indicators in the baseline year and compliance indicators are measured against federally-established targets of 0% or 100%.
  - Can be found online at <http://doe.state.in.us/exceptional/speced/docs/2008-09-24-JustIndicators.pdf>



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# The Indicators

- 1- Graduation
- 2- Dropout
- 3- Participation & Performance on ISTEP
- 4- Suspension & Expulsion
- 5- Educational Environments
- 6- Educational Environments
- 7- Preschool Outcomes
- 8-Parent Involvement
- 9- Disproportionality in Special Education
- 10- Disproportionality in Disability Categories
- 11- Timely Eligibility Determination
- 12- Transition Part C to Part B
- 13- Transition Goals
- 14- Post High School Outcomes
- 15- General Supervision System
- 16- Complaint Resolutions
- 17- Due Process Hearings
- 18-Resolution Sessions
- 19- Mediation Agreements
- 20- Timely & Accurate Data

Indicators 9, 10, 11, 12, 13, 15, 16, 17, & 20 are all compliance indicators.

Indicators 1, 2, 3, 4, 5, 6, 7, 8, & 18 are all performance indicators



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# Data Source for the Indicators

- Data Source

- Indicators 1, 2, 3 & 4: STN system
- Indicator 5, 6, 11\*, & 12\* : CODA
- Indicator 7: ISTAR
- Indicator 8: Parent Survey
  - DOE mails survey parents after picking a random sample of 88 schools
- Indicator 9\* & 10\* : STN, CODA, Equity Project
- Indicator 13\* : Transition Checklist
- Indicator 14: Post-school outcomes survey
  - LEA does exit survey and Ball State does survey 3 and 5 years after graduation
- Indicator 15: CEL monitoring system/uncorrected noncompliance\*
- Indicators 16, 17, 18, & 19: Due Process
- Indicator 20: Whether LEA or State provided timely and accurate data\*

\* Indicators 15 & 20 affect State and LEA determinations\*



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# Findings

- Findings are made annually through the collection and analysis of compliance data as part of the Continuous Integrated Focus Monitoring System (CIFMS)
  - Timeline for correction: As soon as possible, but in no case later than one year from date of notification (May 16, 2008)
- Findings can also be made through failure to meet requirements of IDEA 2004 and/or Article 7 most often identified through Due Process Proceedings
  - Timeline for correction: 30-60 Days from date of notification



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# Findings and Corrective Action

- Not all findings warrant a formalized corrective action plan (Examples: 95-99% on Indicators 11 & 12)
- Through the CIFMS process we have adopted components of the NASDSE Problem Solving method

## Defining the Problem:

*“Is there a problem?”*

*“What is it?”*

*“How significant?”*

## Analyzing the Problem:

*“Why is it happening?”*

## Evaluating Progress

*“What needs to happen next?”*

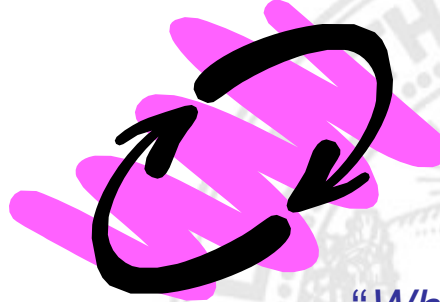
*Did the Plan Work?*

## Implementing the Plan with Fidelity

*“How will we monitor progress?”*

## Determining What to Do:

*“What shall we do about it?”*  
*Create an action plan*



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# Corrective Action Plans

## Example I-11 Defining the Problem:

	FFY 2006 (SY 06-07)	FFY 2007 (SY 07-08)	Data Source
a. Number of Timely (completed within the required timeframe) and found eligible for services?			
b. Number of Not Timely (were not completed within the required timeframe) and found eligible for services?			
c. Number of Timely (completed within the required timeframe) and not found eligible for services?			
d. Number of Not Timely (were not completed within the required timeframe) and not found eligible for services?			
e. Number of Not Timely (have not been completed within the required timeframe) still in process?			



# Corrective Action Plans

## Example I-11 Defining the Problem:

		FFY 2006 (SY 06-07)	FFY 2007 (SY 07-08)
a.	0 – 5 instructional days:		
b.	6 – 10 instructional days:		
c.	11 – 15 instructional days:		
d.	more than 15 instructional days:		



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# Corrective Action Plans

- **Example I-11 Analyzing the Problem:**
- Based on the data provided above, what caused noncompliance in your corporation in the past? If applicable, what is presently causing noncompliance in your corporation?



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# Corrective Action Plans

## Example I-11 Analyzing the Problem:

2. Other than data listed above, are there other data that may contribute to noncompliance?

For example:

- Are there given times during the school year when compliance is more problematic than others?
- How do current procedures contribute to the issues you are having regarding assuring that all students who are referred are evaluated in the required timeline?



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# Corrective Action Plans

- Example I-11 Analyzing the Problem:
- 3. If your corporation demonstrated compliance on this indicator, in FFY 2007 (SY 07-08) data, what occurred within the corporation to bring about full compliance with this indicator?



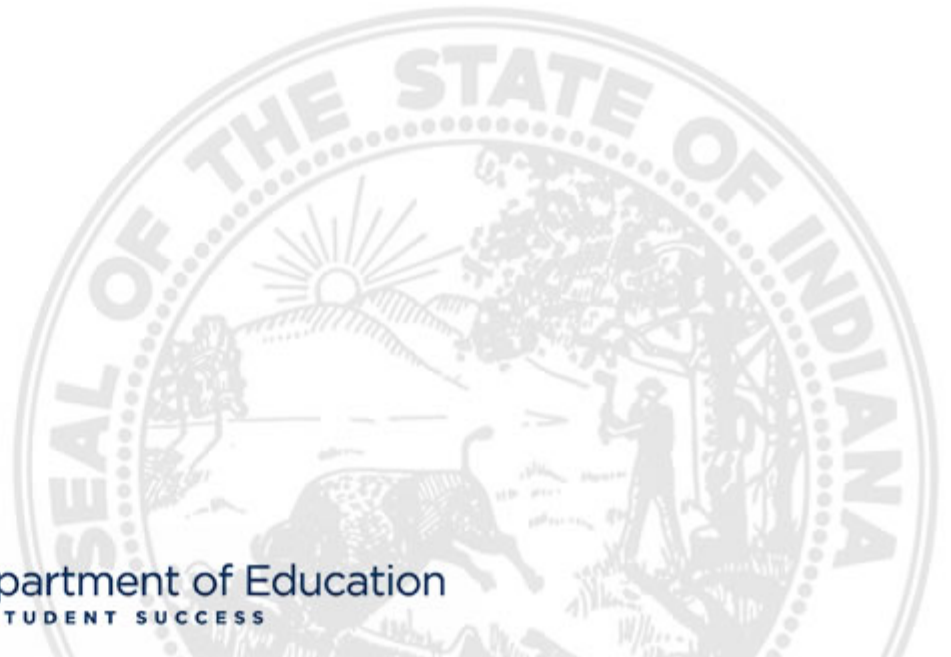
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# Corrective Action Plans

<http://doe.state.in.us/exceptional/speced/monitoring.html>



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# Determinations

## Determinations To Be Made In the Next Week

- States must use the same four categories as OSEP in making Determinations
  - Meets Requirements
  - Needs Assistance
  - Needs Intervention
  - Needs Substantial Intervention
- States must consider...
  - ***Compliance Indicators 9, 10, 11, 12 & 13***
  - Uncorrected noncompliance
  - Any Audit Findings
  - ***Whether Data submitted are valid, reliable, and timely***



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# Determinations

**Is your Data Valid, Reliable, and Timely?**

- **Desk Audits**
- **File Reviews**
- **Comparison of Data Across other IDOE Centers and State Agencies**
- **Comparison of Data Across Systems and Reports (STN and CODA):** Working with IDOE Center for Information Systems to ensure all fields of required data for federal reporting purposes (which includes performance/compliance indicators) are incorporated into that reporting system.
- **ISTART7: Reports Run/Dashboard**
- **On-Site Visit**



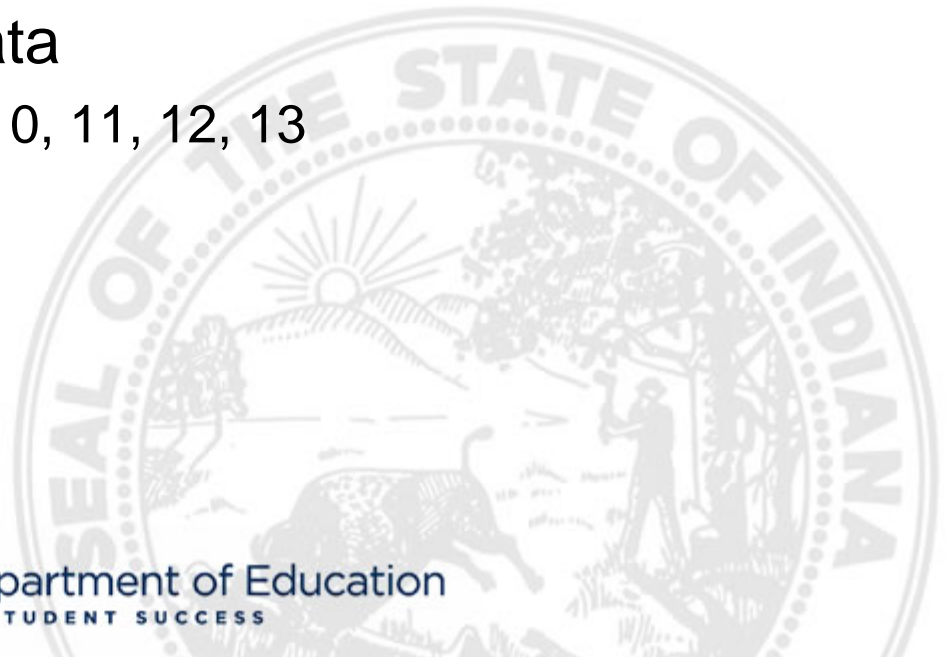
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# Monthly Communication

- **Monthly General Supervision/Technical Assistance Phone Calls with assigned Contact Person**
  - CAP Progress Monitoring
  - Provision of Technical Assistance
  - Discussion of Current Data
    - Compliance Indicators 9, 10, 11, 12, 13
    - Performance Indicators



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